DOCUMENT RESUME

ED 226 928 RC 013 905

AUTHOR White, Herbert C.; Camacho, Jesse

TITLE You and Mini Corps.

INSTITUTION California Mini Corps, Oroville.
SPONS AGENCY California State Dept. of Education, Sacramento. Bureau of Community Services and Migrant Education.
PUB DATE 77
NOTE 9p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Communication (Thought Transfer); *Field Experience Programs; *Master Teachers; *Migrant Education; State Programs; Student Evaluation; *Student Teacher Relationship; *Teacher Interns; Teacher Role; *Teacher Supervision; Work Experience Programs
IDENTIFIERS *California Mini Corps; National Diffusion Network Programs

ABSTRACT

The Mini-Corps program aims to provide direct categorical service to migrant children which matches or exceeds performance standards prescribed in the California Master Plan, and to increase the number of professional educators who are especially trained, experienced and committed to work with migrant children. All Mini-Corps students are education majors, carrying a full college load. Mini Corps students also attend specially designed sessions in all academic areas, English as a Second Language (ESL), and cultural awareness. Mini-Corps students work under the direct supervision of a Master teacher in both year round and summer programs. This paper briefly describes the role of the Master teachers and Mini-Corps students, the desired skills and experiences of the Mini-Corps students at the Teacher Aide I and II levels and at the Teacher Assistant I and II levels, some kinds of experiences that have proven difficult for Mini-Corps students in their early participation, what to do during the first days and through the program, the importance of free and open communication, and the time for conferences. The paper also includes some general guidelines for selecting initial lessons to be presented by the student and for conferencing with Mini-Corps students. (NQA)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED226928

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Herbert C. White
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

YOU AND MINI CORPS

california migrant mini-corps

1977

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

A Component of the California Plan for the Education of Migrant Children
E.S.E.A., Title 1, P.L. 89-750

CG013805

california mini-corps

MAIN OFFICE:
1919 - 21st Street
Sacramento, CA 95814
Phone (916) 452-4022

BILLING ADDRESS:
3 County Center Dr.
Oroville, CA 95965

HERBERT C. WHITE
State Director

Dear Colleague:

We are beginning a new school year/summer and once again Mini-Corps students will be assisting in the education of Migrant Children in your school.

Supervising teachers who have agreed to accept a Mini-Corps student can provide unique classroom experience and valuable teaching techniques that can only be acquired in a classroom setting. With help and guidance from supervising teachers, the Mini-Corps student can gain firsthand experience in many areas such as curricular units, developing discipline techniques, working on a one-to-one basis and working with large groups.

For those teachers who will be working with a Mini-Corps student, we appreciate your involvement and know that you and the Mini-Corps student will be much richer by the experience you shall both share. We also extend our thanks for your commitment in sharing your knowledge and experience in the developmental growth of these young students who are preparing themselves for a career in education.

Following is a brief description on our Mini-Corps program objectives:

PROGRAM OBJECTIVES

1. Provide direct categorical service to Migrant Children which match or exceed performance standards prescribed in the California Master Plan.

2. Increase the number of professional educators who are especially trained, experienced and committed to work with Migrant Children.

All Mini-Corps students participating in our program are educational majors. They are in the process of working towards their credential. All students carry a full college load and attend specially designed sessions set up by their Coordinators/Team leaders in all academic areas, E.S.L., and cultural awareness. As you will discover, these students have special skills that you as a teacher can utilize and also they will be bringing skills that can be used directly with the children they are working with.

As a supervising teacher for a Mini-Corps student, your College Coordinator/Team leader will be available to answer in depth any other questions you might have regarding your Mini-Corps students or the program. Please do not hesitate to contact the Coordinator for any information or problems that arise in regards to our program.

Sincerely,

Herbert C. White
Director, California Mini-Corps

Jesse Camacho
Associate Director,
Curriculum and Instruction

A Component of the California Plan for the Education of Migrant Children
E.S.E.A., Title 1, P.L. 93-380

YOU AND YOUR MINI-CORPS STUDENT

Mini-Corps students work under the direct supervision of a Master teacher in both year round and summer programs. Year round Mini-Corps students are assigned on a semester basis and can be assigned for a whole year with the same Master teacher. Summer Mini-Corps students are assigned to a Master teacher for the duration of the summer program.

The time the student will spend in your classroom will be determined by a joint agreement involving the building principal, you (Master teacher) and the Mini-Corps Coordinator/Team leader.

If the Program is to be effective, it is essential that open communications exist between the building principal, Master teacher and the Mini-Corps Coordinator/Team leader. If questions regarding Program or Mini-Corps student arise, the Mini-Corps Coordinator/Team leader should be contacted immediately.

Your Mini-Corps student comes to you with a variety of skills and background of information regarding elementary education and teaching techniques. He comes not as a finished product, but as a learner. As a Master teacher, you are assuming the role of guiding the Mini-Corps student's learning while you also guide the learning of your pupils. The Mini-Corps students gain much from participating in a setting where experiences are opened for them to develop and evaluate his competencies in teaching while working with you and with children.

Beginning with his first day in the class you can find numerous opportunities for your Mini-Corps students to participate actively in ways that do not involve advance planning. Such activities help them become comfortable in and a functioning part of the classroom. They enable them to get acquainted with the children, the classroom organization and routines, as well as with your procedures.

In general, beginning responsibilities should be relatively few. To ensure initial success, they should be in areas where the student feels best prepared. To best prepare your Mini-Corps student, we find that the attainment of the following suggestions are appropriate for his/her development:

TEACHER AIDE I: Desired skills and experiences for this level:

- Take attendance.
- Collect notes.
- Translate notes.
- Help with preparation and distribution of materials.
- Help with housekeeping.
- Bring in pictures and other constructive aids.
- Arrange displays and bulletin boards.
- Make calendars, posters or charts.
- Mount and display children's work.
- Care for science area.
- Other duties (assist teacher with yard and lunch duties).
- Read or tell a story to class after appropriate preparation.
- Assist teacher with game periods (P.E. or skill games).
- Help individual children.
- Work with small groups in skill-practice type activities (math computation, oral reading, etc.).
- Show films, slides or filmstrips (after previewing) in connection with activities conducted by teacher.
- Assist teacher in preparation of materials.

- Encourage children in their recreational reading.
- Guide children in a variety of activities in music.
- Become knowledgeable of the community the school serves by direct observation.
- Plan with the resident teacher to observe and participate in a parent-teacher conference when appropriate.
- Prepare the room environment with or without the help of the children.
- Home visits

TEACHER AIDE II: (Attained skills and experiences of Teacher Aide I)
Desired skills and experiences for this level.

- Help children establish good purposes for listening, speaking and writing in all areas of the curriculum.
- Plan and teach lessons which develop oral communication skills.
- Plan and teach standard English gradually to individuals or groups of linguistically different learners.
- Design learning experiences to develop listening-thinking skills.
- Plan and teach spelling individually and in groups.
- Plan and teach a sequential series of handwriting lessons.
- Plan and teach physical education activity.
- Guide the development of specific physical skills.
- Plan and teach a short unit.
- Plan with the children a series of learning activities related to a center of interest.
- Guide the children in developing study skills; locating information; reading information efficiently; evaluating and organizing information.
- Develop his own skills in guiding a discussion and develop children's skills in participating in one.
- Integrate creative dramatics, creative writing, music, and art activities with content fields.
- Plan and teach a lesson in art.

TEACHER ASSISTANT I - (Attained skills and experiences of Teacher Aide I and Teacher Aide II)
Desired skills and experiences for this level.

- Guide the development of reading skills as children read for information in the content areas.
- Guide the development of oral reading skills.
- Plan alternate approaches in teaching spelling.
- Plan and teach math in individual and group settings.
- Prepare, use and evaluate concrete mainpulative materials.
- Evaluate the children's learning.

TEACHER ASSISTANT II - (Attained skills and experiences of Teacher Aide I and Teacher Aide II, and Teacher Assistant I),
Desired skills and experiences for this level.

- Plan and teach reading lessons in individual and group settings.
- Use a combination of approaches in reading instruction.
- Evaluate and use a variety of commercial materials for instruction and independent work.
- Make a variety of materials as aids for reading instruction.

- Assess and diagnose reading skills through a variety of instruments.
- Assess and diagnose children's language development needs.
- Plan and teach lessons dealing with the mechanics and syntax of English as appropriate.
- Assess the mathematical developmental level or stage of a group of children.
- Plan for individualizing math learning by selecting and preparing a variety of materials for learning, organize math learning stations, prepare a sequence of math activities in a contract form.
- Guide the children in value clarification activities.

All of these things, and more, you are eager for the student to experience in the first days with you. You are aware that his focus may not be as clear as yours, that things obvious to you may be confusing to him/her, and that all learning takes time. Every step of the way, in these early days, you give background information or translate and interpret. You "think out loud" for his/her benefit and you review the days' happenings and plan for the next.

Some kinds of experiences have proven difficult for Mini-Corps students in their early participation. You want to determine the appropriateness of such tasks as:

--bringing in and dismissing the class.
--taking charge of transition periods.
--supervising the entire class in relatively unstructured situations, such as free-play time, or construction periods.

What you do during the first days and through the program helps your Mini-Corps student sharpen his/her focus, expand their visions and clarify their purposes. They need to know as specifically as possible what your expectations are of him/her and the children's work and behavior. A scheduled time for conferencing and planning will lessen anxiety and clarify expectations for his/her growth.

The following are some guidelines in selecting initial lessons to be presented by the student:

--the activity does not involve unusual problems of organization and control.
--the instructional purposes are specific and limit the teaching area dealt with is one in which the student feels confident.
--the group of children taught includes as few behavior problems as possible.

It is advisable that your Mini-Corps student have an opportunity to observe your methods and techniques in the various curriculum areas before being asked to take over teaching responsibilities in those fields. Some teachers expect the students to follow closely the lesson patterns demonstrated, while others encourage the student to try his/her own ideas and approaches. It is important that he/she knows where they stand.

The same point holds in the area of discipline and control. It is necessary for your Mini-Corps student to clearly understand what the expected standards of discipline and control are. He/she also needs to know what his/her own role and responsibilities are in relation to these.

As the Mini-Corps student gains skills and confidence, he/she should assume an increasing share of the teaching task. Without abdicating responsibilities to your class, you give your student ample opportunity for independent teaching.

Learning to plan effectively is one of the most important goals of teaching. As your Mini-Corps student learns to plan, your guidance is important in helping him/her determine objectives, select appropriate procedures, secure illustrative materials, adopt procedures to the levels of ability in the group, relate present plans to previous learning and provide for wide participation. It is helpful if you will share your plans with the student from the beginning and assist him/her as he/she begins to plan his/her work. As soon as you feel the student is ready, he/she can plan independently and submit plans in advance for review and suggestions. It is important that he/she has planned, except when he/she is assisting you in lessons for which you have planned or in emergency situations, such as when you are called from the room unexpectedly.

During his/her stay with you it is vital that your Mini-Corps student have experiences with different types of planning. While thoughtful planning should be insisted upon, the student may be encouraged to use whatever lesson plan format seems most functional for him/her. The plan should include purposes of the lesson, activity or unit, the materials needed, the procedures to be followed, means of evaluating pupil work and, following the lesson, his/her evaluation of what occurred and his/her own effectiveness.

The length of the plan, or the amount of detail included in it, will vary with the needs of the student and with the nature of the lesson or activity to be presented. In general, fairly detailed plans should be expected in the beginning, when the Mini-Corps student's responsibilities as well as experience in the class are still relatively limited. As his/her teaching duties increase, however, briefer plans should be acceptable. You help him/her to see planning as an indispensable aid to a creative and flexible approach to teaching.

As you plan for and with your Mini-Corps student, try to ensure that his assignment includes as many and as varied experiences as possible; you may find it helpful to refer to the afore-mentioned lists of suggested activities. This list is intended as a guide, not a prescription. It is not assumed that each student would have had all of these experiences, but he should have had a generous sampling of them. It is recognized that a number of them are more appropriate to some grade levels and types of classroom organizations than to others. If you wish, you may use the list as a check sheet to determine in which areas your student has had or will assume responsibility.

CONFERENCING WITH YOUR MINI-CORPS STUDENT

In the guidance and evaluation of your Mini-Corps student, the importance of regular, frequent conferences cannot be overemphasized. To the Mini-Corps student such conferencing may be of inestimable value both psychologically and professionally. Very often the student's eagerness to begin teaching is mixed with a good deal of self-doubt and fear of failing, and as he experiences his first relative successes or failures in his work with the children he may feel a desperate need for "feedback" reassurance, and a feeling that his supervising teacher really cares. He needs the security derived from assuming increasing responsibilities according to a planned and predictable pattern. He fears to be thrown preciptiously into unsupervised sink or swim situations. Professionally, he needs and appreciates the support and help given by the supervising teacher in evaluating lesson plans, supervising the teaching situation, and critiquing lessons in specific and practical terms.

From the point of view of the supervising teacher, frequent conferences with the student would seem indispensable. They provide the opportunity to get to know the student and to guide him in teaching tasks and responsibilities. The particular topics or problems dealt with in such conferences will differ from time to time according to the needs of the student and the demands of the classroom situation. Some typical areas of interest and concern are the following:

--Evaluation of plans and lessons presented.
--Teaching techniques in various areas of the curriculum.
--Problems of discipline and control.
--Class organization and provision for individual differences.
--Characteristics of the children in terms of home background, achievement level, personality traits, etc.
--Special projects or programs involving the class.
--Parent-teacher relationships.

Importance of Free and Open Communication

Basic to the success of any kind of student and supervising teacher interaction is a mutual feeling of respect and trust which allows free open communication to take place. Needless to say, neither student nor teacher can anticipate or be aware of all the problems and concerns uppermost in the mind of the other at any given time, but unless such problems are freely brought forth and discussed they may plant the seeds of future misunderstandings and ill feelings. The Mini-Corps student should feel free to ask questions and request help and guidance. The supervising teacher should feel free to offer constructive criticism and make reasonable requests of the student. The establishment of a psychological atmosphere conducive to openness and mutual trust frequently calls for a good deal of empathy and social skills on the part of the teacher, and for maturity, respect and sensitivity on the part of the student. Once such an atmosphere has been achieved, however, almost any kind of problem can be taken care of as it occurs or can be prevented from arising.

Time for Conferences and General Guidelines

In view of the typical teacher's crowded work day, it is understandable that finding time for conferencing with the student may be a difficult problem. On the one hand the teacher is aware that only he has the full and final responsibility for the progress of the children and attendance duties. On the other hand he/she is aware of obligations toward the student as a guide, supervisor and evaluator. These two demands on time and attention may appear conflicting at times, so that proper attention to the one can only be given at the expense of the other. This dilemma is a real one, and no general policy or prescription for solving it can be offered here since individual situations differ so greatly. Some teachers find the time at the end of the school day, while others spend some of their "free" time (e.g., when specialist teachers or others are in charge of the class), conferencing with the student. Some teachers use a time when the children are quietly occupied with seatwork exercises. Informal conversations during recess, before school, during the lunch hour, etc., are also useful.

EVALUATING YOUR MINI-CORPS STUDENT

Evaluating your Mini-Corps student represents a many-faceted task. First of all, continuous evaluation of the progress and the quality of the Mini-Corps student's work in the classroom is a basic element in the supervising teacher's daily guidance function. "Knowledge of results" has long been recognized as an indispensable condition for learning, particularly in the early stages. It is the supervising teacher who must provide this information through constructive criticism, the reinforcement of effective practices through judicious praise and suggestions of alternative courses of action in the case of less-productive cause and effect relationships that have practical implications. From this point of view the cooperative examination of a relatively unsuccessfull lesson may be more productive of future growth than generous praise of a merely general character. In evaluating a specific lesson that you have observed, it is helpful to give consideration to such factors as:

--The preparation made in advance for teaching the lesson.
--The effectiveness of the teaching techniques used.
--The student's manner and voice.
--The relationship between student and children.
--The responses of the children.
--The handling of routines and general management.

Thoughtful, shared evaluation gradually enables the student to evaluate himself in an objective, mature manner. Such self-evaluation is facilitated when the student is encouraged to assess learning outcomes as revealed through the children's behavior, oral and written work, tests, etc., and relate these to his stated objectives.

The supervising teacher and the Coordinator/Team leader have the responsibility of evaluating the performance of the student. Copies of the evaluation prepared by the supervising teacher and Coordinator become a crucial part of the student's file.

The Coordinator/Team leader will provide you with an evaluation form prior to the Mini-Corps student's assignment being completed. The evaluation form will be given to the supervising teacher one week prior to the student's final week of his/her assignment. The supervising teacher is urged to complete the evaluation and forward it to the Coordinator/Team leader as soon as possible. It is also suggested that you share the content of <u>your</u> evaluation with your Mini-Corps student. This will provide your student with feedback to assist his/her strengths and weaknesses as observed by you.